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| **Composition** | | **Transcription** | |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling**  *(see also the Lancashire Supporting Spelling document for further detail and advice)* | **Handwriting** |
| As above and:   * Explore and identify main and **subordinate clauses** in complex sentences. * Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, while, since, after, before, so, although,* *until,* *in case.* * Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.* * Select, generate and effectively use adverbs e.g*. suddenly, silently, soon, eventually.* * Use **inverted commas to** punctuate **direct speech (speech marks).** * Use perfect form of verbs using *have* and *had* to indicate a completed action e.g. *I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!* * Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.* * Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary. * Explore and collect words with **prefixes** *super, anti, auto*. | As above and:  Plan their writing by:   * Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. * Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. * Discussing and recording ideas for planning. * Creating and developing settings for narratives. * Creating and developing characters for narrative. * Creating and developing plots based on a model. * Generating and selecting from vocabulary banks e.g*. noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type. * Grouping related material into paragraphs. * Using headings and sub headings to organise information.   Evaluate, and edit by:   * Proofreading to check for errors in spelling, grammar and punctuation in own and others’ writing. * Discussing and proposing changes with partners and in small groups. * Improving writing in the light of evaluation.   Perform their own compositions by:   * Using appropriate intonation, tone and volume to present their writing to a group or class. | As above and:   * Use further **prefixes** and **suffixes** and understand how to add them. * Spell further homophones. * Spell words that are often misspelt. * Use the first two letters of a word to check its spelling in a dictionary. * Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Learn to spell new words correctly and have plenty of practice in spelling them. * Understand how to place the apostrophe in words with regular plurals (e.g. girls’, boys’). * Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. | As above and:   * Form and use the four basic handwriting joins. * Write legibly. |